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ABSTRACT

The Extended Campus Segment of De Anza College was designed as a brokerage between main campus educational resources and the needs of its service community. To that end, the segment was reorganized to provide a continual system of community needs and interests assessment with emphasis on individual learners as its base; to establish an educational delivery system to meet the needs of the pluralistic community in a variety of community facilities; to develop an accountability model to insure alignment between community and college needs and interests; and to serve as a vestibule preparing nontraditional students to cope with conditions of attending the large and complex college campus. This report outlines the major effects of the reorganization process on the extended campus in particular for 1977-78 and on the functioning of the college in general. Five major categories and areas are addressed: (1) descriptive--including historical background, goals, and objectives; (2) the effects of reorganization on the body politic of the extended campus operation; (3) the "buy ins" that have resulted from reorganization; (4) future plans and directions; and (5) an appraisal within the context of the extended campus mission statement. In addition, program offerings, support and instructional segments, new program development, and the Sunnyvale Center are reviewed. (TR)

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De Anza College

EXTENDED CAMPUS

1977-1978

DE ANZA COLLEGE EXTENDED CAMPUS REPORT

TO THE PRESIDENT

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REPORT NUMBER 2

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JC 780 285

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FORWARD

At the request of the President of De Anza College, the members of the Extended Campus Segment were given the responsibility to write a year end report. This report was to include information pertinant to the events and happenings of the 1977-78 school year in the area of the Extended Campus Program. The Extended Campus Segment at De Anza College is composed of staff, faculty, administration and students attending, working and managing off-campus classes.

The 1977-78 school year was a very special time in the history of the College. It was during this year that the College underwent some very important organizational change. "Reorganization" and the "one college concept" both placed tremendous emphasis on the establishment of viable working agreements between all segments of the college.

A great amount of transition and change was produced within the organization. This year end report, hopefully, will deal with the types of perceptions and statistics that constitute expressions of progress and identifiable areas for improvement.

The Extended Campus Segment is dedicated to provide quality instruction to those students being serviced. Without critical and on-going analysis of information, this task of self-improvement is impossible.

ACKNOWLEDGMENT

Much credit for the success of this undertaking goes to the members of the Sunnyvale Center staff. It was they who labored with faculty and students to piece together the fabric of fact presented in this narrative.

MISSION OF THE EXTENDED CAMPUS SEGMENT

To serve as a brokerage between the educational resources of the main campus and the identified needs of our pluralistic community, as well as to become the catalyst for the development of new and innovative problems which serve the needs of those who have not previously been identified as educational consumers.

PURPOSES OF THE EXTENDED CAMPUS SEGMENT

1. To provide a continual system of community needs and interest assessment with the emphasis on the individual learner as its base.

2. To establish an educational delivery system which will meet the needs of our pluralistic community in a variety of community facilities.

3. To serve as a communications bridge between the main campus and our pluralistic community.

4. To develop an accountability model for insuring there is alignment between community needs and interests and college needs and interests.

5. To serve as a vestibule for preparing non-traditional students to cope with conditions of attending the large and complex De Anza campus.

CONTRIBUTORS

In response to the development of a year-end report, many parts of the campus have cooperated with the Extended Campus Segment in the preparation and researching of the information included here. In a year fraught with reorganization, change, dislocation and synthesis, much has been accomplished to vitalize the common goal of the "One College Concept." The Extended Campus Segment would like to express appreciation to the following collaborators:

Joan Bower - Mature Adult Program
Carmelita Geraci - Registration
Murray Leavitt - Small Business Management
Ruth Daval - Nursery School Program
Margaret Anstin - Career Center
Wanda Larsen - Testing
Marthalou Perkins - Student Services
Becky Bartunek - AGE Program
George Sloan - Instructional Services
Wes Wagner - Hope/De Anza
Herb Perkins - Multicultural
Barbara McDonnell - Instructional Aide
Barbara Reid - Tutorial
Kay Thompson - Tutorial
Richard Charles - Sunnyvale Center
Lyn Merson - Sunnyvale Center
Joy Thrower - CESDAC
Bruce Fremd - CESDAC
Virginia Lockhart - REP
Julie Nash - WIT, Women's Studies
Jessie Garibaldi - Readiness Program
Ruth Wallace - Work Experience
Vicki McElroy - Volunteer Management
Larry Harvey - Business and Data Processing
Chuck Crampton - Physical Education
Norma Zoffman - Bilingual Center
Jim Custodio - Counseling
Jose L. Robledo - Financial Aids
Florin L. Caldwell - Travel Program

INTRODUCTION

The reorganization of an institution servicing 25,000 students is a major accomplishment and one that brings about tremendous change in how things are done, who does them, and for whom they are done. The 1977-78 school year has been challenging and rewarding for the members of the Extended Campus Segment. They have seen the program grow in terms of students and communities serviced and have become an integral part of the entire college wide operation.

The purpose of this paper will be to outline the major effects of the reorganization process on the extended campus in particular and the functioning of De Anza College in general. The year 1977-78 has been a period of rapid change; one in which administrative lines of authority, management responsibilities and teams have seen rapid and profound change. It has been a year that has seen the college in general grow from 21,000 to 25,000 students. The extended campus portion of the college experienced a similar quantum leap forward from 7000 to 8500 enrollments and WSCH figures closely parallel student enrollment numbers for this same 1977-78 period. In comparing quarter figures for WSCH in 1977-78 a dynamic and continual growth was experienced.

QUARTER-YEAR	EVE-ON CAMPUS	SUNNYVALE CENTER	OTHER EXTENDED CAMPUS	CONVALES. HOSPITALS	SATURDAY COLLEGE	TOTAL
FALL 77	46,837.9	5,481.9	23,397.2	17,712.8	2,500.8	92,092.7
WINTER 78	47,044.0	6,322.0	22,087.0	15,317.0	3,044.0	93,814.0
SPRING 78	50,827.8	6,407.0	24,662.7	12,040.0	3,456.5	97,394.0

Fall's figures are the average of the official 4th and 7th week report.
Winter's figures are the average of the unofficial 4th and 7th week report.

Srping's figures are from the unofficial 4th week census report.

While obviously encouraging and stimulating growth and an increase in service, reorganization has brought about a certain amount of dislocation and organizational trauma. Much as been accomplished towards synthesis and much needs to be done in the future to bring all areas of the college and the extended campus into a united and functional organizational unit.

This report will address itself to five major categories and areas:

1. Descriptive - including historical background, goals and objectives.
2. The effects of reorganization on the body politic of the extended campus operation.
3. The "buy ins" that have resulted as an effect of reorganization.
4. Future plans and directions of the Extended Campus Program.
5. An appraisal of the Extended Campus Segment within the contexts of its own mission statement.

A GENERAL DESCRIPTION OF PROGRAMS COMPOSING THE EXTENDED CAMPUS SEGMENT

The fabric of the Extended Campus Program at De Anza College is multicolored and varied. The watchwords in off-campus scheduling and programming are "community centered" and "student oriented." An overview of WSCH generation in Fall, Winter and Spring Quarters points out the diversity of the communities served by the Extended Campus Segment. Students literally attend classes from 8:00 a.m. to 10:30 p.m., Monday through Saturday, twelve months of the year.

The function of the Extended Campus Segment is to serve as a brokerage between the educational resources of the main campus and the identified needs of the multifaceted and pluralistic communities served off campus by the college. Thus, one of the identified functions of the Extended Campus Segment is that of providing a continual system of community needs and interest assessment with the emphasis on the individual learner as its base.

A number of different assessment projects were accomplished during the 1977-78 year which allowed the segment greater assurance in the area of needs projection:

1. De Anza College Extended Campus 1976-77 Report 1 - "A Statistical Analysis of Extended Campus School Sites at De Anza College from Winter 1976 to Fall 1977" - An analysis of site performance success within the various campus divisions and departments, based primarily on class size and cancellation information. It is valuable in that it demonstrates community interest for certain programs and demonstrates the need to provide additional in-kind service in some areas and decreased service in others.

2. Extended Campus Student Questionnaire - A questionnaire that was administered to over 200 classes and 2500 students in the Extended Campus Program with 1835 students responding from 116 classes on their needs and wishes.

3. Established a Clearinghouse - For the purpose of coordinating the efforts of on-campus agencies in the area of out-reach and to avoid unnecessary duplication of effort in community contact. Business and industry, community agencies and interest groups have all begun to funnel through the Extended Campus Segment.

4. Establishment of Community Committees:

a. Needs Assessment Committee/Cupertino - Chaired by Dr. F. L. Caldwell. The college meets with community and private agency leaders to develop areas of college involvement and deal with solutions to areas of community needs.

b. Needs Assessment Committee/Sunnyvale - Chaired by Mr. Dick Charles. The college meets with community and private agency leaders in Sunnyvale to develop areas of college involvement and deal with solutions to areas of community need. Through this medium the college was allowed input into the 1978 needs assessment document for the City of Sunnyvale.

c. Senior Needs Assessment Committee - The Sunnyvale Center staff wrote the educational component for the 1978 needs assessment instrument used with seniors in the City of Sunnyvale.

5. Personal canvassing of business and industry, senior citizens, ethnic communities and women's groups by members of the extended campus staff for the purpose of defining needs.

6. Establishment of systems to improve efforts in the area of non-duplication of course offerings off campus.

While the commitment to the Extended Campus Program by De Anza College is great, it is varied in terms of divisional and departmental involvement:

A.D.A. GENERATION

Fall 1977 - College Wide: Day 55%, Evening 24%, Extended Campus 21%

Extended Campus contributes the following percentages to total A.D.A. generated by Divisions:

Business and Data Processing	23.4%
Leisure Management, Physical Education	13.0%
Social Science	15.2%
Fine Arts	2.5%
Language Arts	14.0%
Intercultural Studies	6.0%
Instructional Aide	47.0%
Nursery School	29.0%
Biology/Health	21.0%
Engineering/Technology	11.0%
Physical Science/Math	2.8%
Special Education	76.0%
Student Services	6.0%
A.C.T.V. (SLS 90 - Guid.)	21.0%
Instructional Services/Ind. Studies	6.2%

Winter 1978 - College Wide: Day 54.5%, Evening 24%, Extended Campus 21.5%

Business and Data Processing	19.8%
Leisure Management/Physical Education	14.3%
Social Science	19.0%
Fine Arts	3.0%

Language Arts	14.0%
Intercultural Studies	2.2%
Instructional Aide	62.0%
Nursery School	35.0%
Biology/Health	16.0%
Engineering/Technology	13.0%
Special Education	71.0%
Student Services	6.0%
Instructional Services/Ind. Studies	16.0%

While the college wide involvement of the extended campus increases, a number of programs such as Business and Data Processing, Intercultural Studies and Special Education have experienced decreases in extended campus programming. Areas such as Leisure Management, Fine Arts, Instructional Aide, Biology and Health, Engineering Technology, Physical Science/Math, and Instructional Services/ Independent Studies are on the increase.

DESCRIPTION OF SUPPORT SEGMENTS INVOLVED IN THE EXTENDED CAMPUS PROGRAM

The Instructional Services Segment provides learning center related services to faculty and students, both through the Sunnyvale Center and other off-campus locations. These services include: library service, open media facility, audiovisual and printing service, staff and instructional development, audiovisual producation, and coordinated instructional systems. Great strides have been taken towards the "one campus" concept in allowing for instructional services to all students and instructors throughout the Extended Canpus Program. This has been accomplished through the mutual cooperation of the Extended Campus Segment and the Instructional Services Segment in establishing a courier system and one day turn-around for the delivery of instructional equipment and materials.

The Student Service Segment has, through a concerted effort, increased its contact with off-campus students in counseling, financial aides, scholarship applications and veteran referrals. The annual Single Parent Head of Household Conference allowed various student service components the opportunity to reach new potential students. Cooperation between the management of the Extended Campus and the Student Services has allowed for free discussion of alternative models in the area of attraction and retention of non-traditional communities presently not being served by the college.

The Special Education Segment, probably more than any other community within the college, is "off" campus. An average of 73% of its total WSCH generation is presently occurring away from the De Anza main campus. The

off-campus tutorial program has experienced a tremendous growth at an increasing number of sites. The Hope/De Anza Program continues to provide leadership for comprehensive rehabilitation/educational services for the disabled adults of Northern Santa Clara County. Emphasis includes prevocational training leading to competitive or sheltered employment and increased living independence skills. The reorganization process supported the need for a dean specifically responsible for the special education programs. As a result of this phase of reorganization, student and program flow between Hope-De Anza and the main De Anza campus has been increased.

DESCRIPTION OF INSTRUCTIONAL SEGMENTS INVOLVED IN THE EXTENDED CAMPUS PROGRAM

The "Statistical Analysis of Extended Campus School Sites at De Anza College from Winter 1976 to Fall 1977" allowed insight into the involvement of instructional segments off campus. The greatest strength of reorganization seems to be the new dimension of job responsibility attributed to the division deans. These are the management individuals that seemingly will have the most profound influence over what is taught, who teaches it, and how and where it is delivered. The Extended Campus Segment views their role in this process as a definite improvement and has seen 1977-78 as a birth period for divisional control and instructional expertise as a trade off to the old Continuing Education model of a separate campus. Hopefully, reorganization will see the Extended Campus Segment and the various instructional divisions working together in harmony to provide instructional excellence that has been based on community need and viable information.

The growth of the Behavioral Science Division has been fostered off campus as a result of the close relationship between planning and programming. Fall, winter and summer programming success has resulted from close correlation of efforts on the part of extended campus staff in providing input into the planning efforts of divisionsl managers within the Behavioral Science Division. This unity of management and staff effort has produced limited cancellations and high class averages, and seems to indicate a future growth pattern. A concerted effort by the Behavioral Science Division and the Extended Campus Segment to develop the older adult learner has resulted in a more precise approach to utilization of short courses, SLS 90, Community Services and the Mature Adult Program.

The Humanities Division has experimented with art and dance off campus and has begun to move into new areas of instruction through the urging of the Extended Campus Segment.. Greater communication and teamwork has begun between the Extended Campus Segment, as a fact finding and research body, and the Humanities Division, as a process and delivery arm. Such programs as "Project Salud" have encountered new student populations and enhanced the growth of permanent ADA producing programs such as the Bilingual Center.

The Sciences and Math Segment has seen off-campus growth in the areas of math and health. Greater utilization of part-time staff and facilities has resulted from a closer attention to the spacing of courses throughout the year, the elimination of similar or like offerings within quarters, and attention to the sites at which courses have been offered.

EFFECTS OF REORGANIZATION ON THE BODY POLITIC

The contributors to this report have provided a varied and interesting series of comments regarding the strengths and weaknesses of reorganization. It is important to analyze and listen to the positive and negative evaluations of these individuals:

1. Kay Thompson and Barbara Reid - Special Services - "From the limited vantage of one quarters coordinator, the reorganization does not appear to have changed on-off campus relationships with respect to the delivery of services."

2. Joan Bower - Mature Adult Program - "There is far greater interest in my consulting services on aging, than there has been in the past, from many other departments. - - - At the same time, funding was cut to the Mature Adult Program and my clerical help was dismissed."

3. Carmelita Geraci - Registration - "Registration has been made possible for all students either evening or day. The hours have been made more flexible to include the non-traditional student."

4. Murray Leavitt - Small Business Management - "Reorganization brought about a marked increase in the SBI Program. It has been transferred to the Business Division, but its success is due primarily to the fact that it was totally accepted by the community."

5. Ruth Daval - Nursery School Program - "Under reorganization there is the start of integration between the day and evening programs. Programs in both areas now have the same numbers, and two day programs (Home, School and Community Relations and Supervision and Administration of Early Childhood Programs) will be open in the day to all students. Day students who have jobs, etc. are able to take certain classes in the evening either on campus or in our Extended Campus Program."

6. Margaret Anstin - Career Center - "Have not noticed a difference."

7. Marthalou Perkins - Student Services - "Reorganization, with the various Student Service Programs all brought under one segment and one Dean has heightened and solidified the interest and assistance given to the extended campus, both in the matter of amplified offerings and services and deployment of personnel."

8. Becky Bartunek - AGE Program - "The A.G. staff does take advantage of the Library Media Services Program."

9. Barbara McDonnell - Instructional Aide - "Positive affects include combining all child related programs together so that articulation has increased for all programs.

10. Dick Charles - Sunnyvale Center - "The inclusion of Sunnyvale Center staff in other segment meetings has allowed for two way communication and increased mutual trust and support."

11. Joy Thrower - CESDAC - "Our organization did not go through the reorganization process. The only effects our organization may feel is that of minor isolation."

12. Virginia Lockhart - REP - "Reorganization has had no discernable effects on the Re-Entry Program in the Extended Campus Program."

13. Julie Nash - WIT - "Reorganization, as of this date, has not affected this program. We would like to see classes of interest to women and women's concerns offered in the community."

14. Jessie Garibaldi - Readiness Program - "Reorganization has created a number of different problems in terms of responsibilities--who does what? Under what circumstances? For the most part, these problems are to be expected during a transitional phase. But the new concept of integration/efficiency etc., does not appear to be a

direct result of reorganization."

15. Ruth Wallace - Work Experience - "Has not affected it. Work experience has been operated as an integrated program since 1974-75. Reorganization did not affect outreach to the extended campus since we already had career services representation at the Sunnyvale Center."

16. George Sloan - Instructional Services - "The reorganization effort has emphasized the "one college" concept. True integration of day-evening on and off campus instruction requires that all services made available to on campus faculty and students be made available to those involved in off-campus programs. In an effort to meet this need, the Instructional Services Segment in January established an office within the Learning Center to coordinate library/media service to extended campus programs. Part of this effort was the inauguration of a courier service to carry as many learning center services as possible to the extended campus programs at 84 sites in the community. Early indications are that the service has been well received by members of the extended campus community and has promoted the "one college" concept."

17. Vicki McElroy - Volunteer Management - "There has been some decentralization and duplication of Volunteer Field Placement in other segments, therefore creating different academic and monitoring standards, as well as duplication of efforts with community agencies."

18. Larry Harvey - Business and Data Processing - "I cannot see that reorganization has had any significant impact upon Business and Data Processing with regards the extended campus operation. The largest single area of impact, which is negative, is that resources, financial and secretarial primarily, which previously were available to the division indirectly through the Office of Continuing Education

have now essentially disappeared. The work has shifted to the Divisions without any co-ordinated reallocation of appropriate resources, and as a result, all Division activities are hindered and hampered."

19. Chuck Crampton - Physical Education - "Having an Assistant Division Chairman that is in charge of off campus classes has helped a great deal. I feel my Segment Dean is far more available under the new reorganization."

20. Norma Zoffman - Bilingual Program - "Scheduling - in-put, due dates, interviewing of potential instructor and communication between the divisions and the Bilingual Center has not changed. ----Administrative Service component has taken a more active role at orchestrating information and schedule input from Bilingual Center and Divisions. - - -Bilingual Center has taken a more active role in working with segment Deans, some overlap with Division responsibility."

Facility allocation - "Administrative Service component has made a conserted effort to minimize changes in requested location sites of quarterly schedules."

Community researcher and Program implementation - "Although an attempt has been made to effectively coordinate all De Anza outreach programs and programs data retrieval systems, as of yet a comprehensive model for program modification has not been developed. The Bilingual Center has had to continue operating independently in this area."

General - "The over all effect that reorganization has had on the Bilingual Center program has been minimal, the necessary communication with college components outside of our designed segment continues, effective streamlining of this multi-faceted communication system has

not taken place."

21. Jim Custodio – Counseling - "Reorganization has had a very positive effect on our program, namely due to the fact that all of the services are now under one umbrella. This has been valuable in fostering communication and has helped us to work more as a team."

22. Jose L. Robledo - Financial Aide - "The reorganization has had very little effect on the Financial Aides Office and its Programs."

23. Dr. F. L. Caldwell - Travel Programs - "Reorganization has in affect helped the travel program in that all travel is handled by one office which makes it easier to control the required paperwork. Guidelines have been established and once the faculty learns the system educational travel should increase."

THE EXTENDED CAMPUS AS A SHOWCASE FOR NEW PROGRAMS

The extended campus has been pinpointed as the ideal area to showcase new and innovative porgrams. Segment members seem to feel that non-traditional surroundings stimulate and encourage non-traditional students. The Sunnyvale Center has been pointed out as a place that "has been able to focus on the delivery of Bilingual tutoring and to encourage and foster the participation of nondominant cultural groups." The registration experiment at the Sunnyvale Center has shown a continual increase in student usage.

Contributors, such as Murray Leavitt in SBI, indicate that the role of new program developer is well founded as a reason for the extended campus. "Were it not for the investment and support of the extended campus the program would not have evolved. There was the financial and administrative support necessary to start up the program and continue its growth." According to Ruth Duval, "I certainly agree that new and innovative programs develop best in the extended campus. In this program we have two such: The CDA Pilot Program in conjunction with Santa Clara Headstart adn U.C. Santa Cruz and the Family Day Care Training Program with the support of the Santa Clara Social Service Licensing Department, which is presently in operation at the Sunnyvale Center and Whisman Family Day Care Center in Mountain View."

Other contributors felt that classes were better highlighted in their initial stages on the main campus where they could draw from a larger student population, greater base of support services and more direct access to administration. According to Larry Harvey, "All programs develop and operate best on campus. As we watch registration, courses which have a very high demand factor will always have lagging registration if they are scheduled off campus."

SELF-ANALYSIS WITHIN THE MISSION STATEMENT

One of the most difficult things for any organization to do is self-evaluation. Given its goals and objectives and mission statement the extended campus, perhaps more than any other group, must constantly be re-assessing where it has been, where it is and where it is going. A great deal of its staff, resources and reason for being is predicated upon its ability to facilitate growth and dynamic change within the institution. An organization that arrives at entropy, or a steady state, is dead. Growth and vitality are a part of life. The extended campus, to quote its mission statement, is "The catalyst for the development of new and innovative programs which serve needs of those who have not previously been identified as educational consumers." To judge off-campus programs, in their growth stages, by the same standards applied to mature on-campus programs is both immature and unwise.

The development of De Anza has been fostered by new ideas and decisions reached through much trial and error. New community consumers must be developed. That development is usually not immediate and generally takes a creative and patient enterprise to bare fruit. The following are examples of the Extended Campus Mission Statement at work in the community setting:

1. Hope/De Anza - Vocational training and rehabilitation for a unique community consumer that probably would not come to the De Anza main campus.

2. Off-Campus Tutorial - Presently servicing the needs of evening students, ethnic students and non-traditional members of the community. These people would not be involved, in the main, if it were not for the extended campus and outreach segment of

the college.

3. Older Adult - The servicing of senior citizens at mobile parks, the Sunnyvale Center, the Sunnyvale Community Center, and other community sites off the main campus would not exist. These students would not travel and have expressed support for community based education.

4. Registration - Without the flexibility of the Sunnyvale Center, and in-class off-site registration, many students would not becomeinvolved in De Anza College courses. Quite often this community based involvement leads to main campus course attendance and graduation.

5. Bilingual Program - Minority students have enjoyed a historical relationship with the Sunnyvale Center based Bilingual-Program. Many students have gained their first contact with the college through special programs geared to transfer and vocational interests.

6. Support Services - The opportunity to receive counseling, financial aide, career planning, job information, and instructional services have created increased opportunities for the college and the student.

Many of the now traditional programs on-campus saw their beginnings as growth areas in the extended campus. The traditionalizing of programs is a positive thing and is important for the normalization and integration into the college community. To forget, however, that the extended campus is serving a somewhat different catalytic function can be very detrimental to the growth and development of the college as a whole.

THE SUNNYVALE CENTER

The growth of the Sunnyvale Center has been encouraging. The addition of an information kiosk, purchased through funds donated by CESDAC, will do much to help publicize the activities and programs at the center. The rennovation of the staff lounge into a conference/classroom has created additional space for community, staff, and student use. Along this same line, the rennovation of rooms 5 and 6 has created the large multi-purpose facility so needed at the center. The painting of K2 and the Tutorial Center, along with painting of the lavatories, has made the center a more attractive and functional facility.

Much has been done to accomodate students as Saturday programs in golf and film, and Friday evening programs in dance, have increased the instructional and service functions of the center. The addition of weekend security and the addition of evening CETA protection has made the Sunnyvale Center a safer place in which to study.

A number of firsts have improved the serviceability of the center as a community agency:

1. Sunnyvale Center Publicity Committee - Established viable contact with local newspapers and media, De Anza publicity, and other agencies. Created a system to constantly bring before the community the community the many services and strengths of the Sunnyvale Center and the Extended Campus Program.

2. Brokerage System - Providing secretarial and support assistance to seed programs such a Volunteer Management, Mature Adult, et, al.

3. SLS 90 - Older Adult Film Series. Only SLS 90 courses in the summer will be taught at the Sunnyvale Center.

4. First De Anza/Fauriajs Family Day - Extremely successful in that it provided the Sunnyvale Center staff the opportunity to work closely with community citizens, community agencies and business in the creation of a community event serving over 2,000 residents.

5. Open House for CESDAC - An opportunity to meet students.

6. First Instructor Inservice Program - Provided instructors with a program and tour of the facility.

7. Research and Development - Three papers on needs assessment. a. Sites, b. Older Adult and c. Support Services.

8. Housing of Project Salud - New students to the college utilized the center for courses and support services.

9. 1882 Enrollments - Spring enrollment was up 13% over enrollments at the center for the spring 1977 period. Student use of instructional media was up from under 50 requests in August and September to over 150 in January and March as a result of the successful creation of the Office of Coordinator of Library Media Service for Extended Campus Programs and the inauguration of courier service to all off-campus sites. Presently the courier is working five days and provides AV as well as print shop services.

10. Courses and Offerings - Diversity in meeting community needs is reflected in the variety of course offerings at the Sunnyvale Center. The new courses that have shown an increase in new students and interest are Golf (averaging 30 students) and Social Dance (with over 50 students). Community requested courses seem to hold students better. Parent Survival and ESL courses seem to retain students and provide the necessary practical skills being sought by pragmatic community members.

11. Clearinghouse - By direct canvassing, the Sunnyvale Center has encountered support for a belief in the older adult learner and business as a future client. The placing of computer courses at Signetics and Spanish at Plaza del Rey has highlighted the clearinghouse function of the Sunnyvale Center.

12. Flagship Function - The Sunnyvale Center has become more and more the showcase of the Extended Campus Program. It provides students, faculty and staff with accessibility and identity off campus. After three years, community identification, community traffic patterns and communication systems have become sophisticated to the point where the center is an integral part of the community.

EXTENDED CAMPUS OFFICE

The extended campus office on campus has facilitated growth by serving and maintaining on-campus contact and communication. The support and integration with faculty and staff has been facilitated through an increase in extended campus office staff.

The courier system developed by the office has made one day turn around in communication with the Extended Campus Program and the main campus a reality. The development of a site coordinator system throughout the extended campus has greatly improved the support services available to part-time staff and off-campus students. The quality of off-campus programs has been increased due to the additional monitoring of program and communication to on-campus divisions of enrollment information.

The Travel Program function has been enlarged in scope and brought under one management umbrella which operates out of the extended campus office. With greater ease in terms of process

and time, teachers can plan and better execute travel plans.

Each quarter the extended campus office published a statistical survey of informational suggestions on programming and planning for the next quarter. This information is of value to division deans as they prepare to build schedules. The information is founded in research and statistical data. Much has been accomplished to make the science of management and the elimination of scheduling error a function of the extended campus operation.

CONCLUSION

While much has been accomplished during the 1977-1978 school year, much remains to be done. As the college grows and expands, so does the responsibilities of the extended campus segment to provide research and information on community needs and areas of interest. As new programs and plans come into focus it becomes ever more essential that the extended campus segment mature in the area of program development, internal communication and risk taking. The members of the extended campus must remember their mission, and while this responsibility can at times be lonely and difficult, they must remember that they must continually be at the forefront in their search for new answers to new problems.

FUTURE PLANS AND DIRECTIONS OF THE EXTENDED CAMPUS PROGRAM

Growth, innovation and improvement have been traditional components of De Anza College and the Extended Campus Segment. An inability or inflexibility in the face of new markets (i.e. older adults, business and industry, leisure counseling) would not be in the tradition of De Anza College programming and planning. The non-traditional, fostered in the Extended Campus of today, is the traditional backbone on the college tomorrow. The future trends and directions are evidenced in the seed programs presently developing in the Extended Campus.

FUTURE PLANS BY AREA:

HOPE/DE ANZA - "Expanded vocational training for students, possibly including food service and maid service. Move to a site that is more conducive to our program and security needs."

TUTORIAL - "The programatic thrust should remain the same in content and with respect to the purpose of services provided, although future growth is anticipated at the Sunnyvale Center and perhaps Benner."

MATURE ADULT - "I would like to build on the program as it is structured with many new training programs, activities and resources provided the middle-aged and older adult. I do not see the possibility of the program surviving unless it is created on the main campus and the Sunnyvale Center."

REGISTRATION - "Plans are to continue encouraging Extended Campus audiences to make greater use of registration services available at the Sunnyvale Center. It would be an additional service if when one is registering for Extended Campus classes if they could also include evening courses. The community has requested this time and time again."

CAREER CENTER - "The Career Center will be offering more courses and looking for more community involvement in the area of career advisors, job observation stations and offering workshops in industry, all of which mean more involvement with the Extended Campus.

TESTING - "Plans are to encourage Extended Campus personnel to make greater use of our counseling exams."

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STUDENT SERVICES - "Rotation of personnel from main campus to Extended Campus and from Extended Campus to main is projected. Expansion of services not now represented at Sunnyvale Center is projected."

INSTRUCTIONAL AIDE - "Several new aspects of the program will take place in 1978-79. The special Education Aide Program will begin in the Fall. One day workshops are being planned for this Spring for Special Education Aides as well as one for instructional aides and a pre-school workshop in April. Several four week or two saturday workshops are being planned in addition to the regular program offerings."

VOLUNTEER MANAGEMENT - "Will be putting more emphasis on recruiting volunteers from the community. Using student volunteer managers as potential recruiters for specialized areas such as public administration, education, health, consumerism, etc. Developing curriculum to provide specialized volunteer training for community groups."

BUSINESS AND DATA PROCESSING - "Our experience with off-campus classes has been marginal at best. We will, of necessity, continue to utilize such facilities because we cannot house our total program in limited on-campus facilities. There is the definite feeling that quality control is more restricted; that the student's sense of attending college is minimal; and over-all the best quality of education experience is available on-campus. The single greatest potential of existing "success" is in the area of specialized programs where the need, equipment, and students are in close proximity in an off-campus situation, e.g. Lockheed. Even here, we have not been 100% successful and satisfied with the results."

BILINGUAL PROGRAM - "To include Filipino and Portugese, and Indochinese programs. To aid in community education programs for intercultural studies. To pursue child care programs from Extended Campus."

TRAVEL PROGRAM - "We will continue to be involved with Extended Campus. Plans are to increase the thrust of the program in the future to include more out-of-country cooperative travel programs with other colleges."

The Extended Campus plans to follow its historical pattern of quantitative and qualitative growth. Special areas such as the older adult, the re-entry man and woman, leisure counseling and guidance, business and industry and the ethnic learner will undoubtedly be the future tasks of the Extended Campus Segment. Closer cooperation and integration with the main campus will be to the advantage of both the students served and the institution as a whole.